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AUTHOR Ochoa, Antonio
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ABSTRACT

In fiscal year 1975, Idaho's migrant program involved 30 school districts. There were 3,799 students (preschool through grade 12) enrolled during the regular school term; 3,489 students (preschool through age 14 or over) were enrolled during the summer term. Approximately 81 percent of Idaho's migrant students were interstate transfers; of these, 50 percent were from the lower Rio Grande Valley Region of Texas. Teenage summer migrant programs were conducted in Minidoka-Cassia Counties and Nampa, Idaho. Describing the progress of the educational activities implemented under Title I of the Elementary and Secondary Education Act, this report is a summary of the evaluation reports submitted by 27 local districts. The sections include: (1) narrative reports of the exemplary teenage programs conducted in Minidoka-Cassia Counties and Nampa; (2) tabulated project data--number of projects, enrollee participation, and home base frequency; (3) tabulated program summaries--linguistic student body composition, staff utilization, methods of instruction, community participation, and dissemination; (4) a narrative report of the Migrant Education Resource Center; and (5) the evaluation report of the Idaho Preschool Program for Migrant Children. (NQ)

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TITLE I ESEA

MIGRANT EDUCATION

EVALUATION REPORT

FISCAL YEAR 1975

RC009103

ROY TRUBY
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

IDAHO STATE DEPARTMENT OF EDUCATION

TITLE I ESEA
MIGRANT EDUCATION

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1975
(School Year 1974-1975)

DONALD J. CARPENTER, Chief
Bureau of Federal Programs

Mrs. Ardis M. Snyder, Coordinator
Migrant Education

Prepared by
Antonio Ochoa, Consultant
Migrant Education

Helen H. Werner
Associate State Superintendent
Educational Services

Roy Truby
State Superintendent
of Public Instruction

INTRODUCTION

This report describes the progress of the educational activities implemented under Title I of the Elementary and Secondary Act, Public Law 89-750, and the Educational Amendments of 1974, Public Law 93-380.

It is written in compliance with federal requirements and outlines Idaho's efforts in educational services to migrant children during fiscal year 1975.

Each migrant director evaluates his program and submits a written report to the State office. This report is a summary of twenty-seven (27) local districts.

The report is divided into five sections as follows: 1) Narrative reports of exemplary teen-age programs; 2) tabulated project data; 3) tabulated program summaries; and 4) narrative report of The Migrant Education Resource Center; 5) and the evaluation report of the Idaho Pre-school Program for Migrant Children.

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SECTION 1

TEENAGE SUMMER MIGRANT PROGRAM

The following narratives are reprinted as submitted by Raul Hunt, director of the Migrant Teenage Program for School District #131, Nampa, Idaho, and by Mr. Daniel Borden, director of the Mini-Cassia Teenage Summer Migrant Program for the Minidoka County Schools, Paul, Idaho. Their enthusiasm and dedication are reflected in these summarized reports.

PROGRAM DISCRIPTION

MINIDOKA-CASSIA COUNTIES

The Mini-Cassia Teenage Summer Migrant Education program was held in the Minidoka County Schools, West Minico Jr. High School, located in Paul, Idaho. Students attending the program were bused in from the Burley Labor Camp in Cassia County, and the Paul Housing Authority, Norland and Hynes Labor Camps in Minidoka County. One bus was provided by the Cassia County school District and 3 buses by the Minidoka County schools. A few students attending the program did not live in the labor camps. The following table gives the number of students from the various areas.

Paul Housing Authority	36
Hynes Labor Camp	30
Wilson Labor Camp	7
Burley Labor Camp	56
Cassia County non-labor Camp	16
Minidoka County non-labor camp	20
Total	165

The staff for the program and their positions are as follows:

Mr. David Borden	Minidoka County Schools	Director
Mrs. Delores Brewerton	Minidoka County Schools	Typing Teacher
Mr. Marvin Scow	Minidoka County schools	Industrial Arts Teacher
Mr. Fred Carlson	Minidoka County Schools	Crafts Teacher
Mrs. Ann Harding	Minidoka County schools	English Teacher
Mrs. Vicki Edger	Minidoka County Schools	Home Ec. Teacher
Mr. Earl Hubbard	Minidoka County Schools	Auto Shop Teacher
Mr. Lynn Payne	Cassia County Schools	Math Teacher
Mr. Bruce Cole	Cassia County Schools	P.E. Teacher
Miss Tracy Burges	Cassia County Schools	Culture Teacher

Mr. Don Pena	Minico High School	P.E. Aide
Mr. Roy Escaname	Wilson Labor Camp	Typing Aide
Mr. Humberto Fuentes	Burley, Idaho	P.E. Aide
Mrs. Blanca Fuentes	Burley, Idaho	Home Ec. Aide
Miss Juanita Rebolloso	Burley, Idaho	Home Ec. Aide
Mrs. Helen Almanza	Burley, Idaho	P.E. Aide
Miss Rita Nevarez	Burley, Idaho	Crafts Aide
Mr. Joe Maldonado	Minico High School Student	Industrial Art Aide

Also assisting with the program were Mr. Pete Espinoza, Minidoka County Community Coordinator and Mr. Manuel Lopez, Cassia County Community Coordinator. Classes were held Monday, Tuesday and Wednesday, and a group social was held each Thursday night. The program ran for six weeks, from June 9 to July 17, 1975. Each evening during the snack period, ice cream bars or cookies and punch were served to the students.

The activity night programs included two roller skating parties at the Roller King in Paul, one bowling party at the Y-Dell Bowling Alley in Burley, a swimming party and a picnic to the Salmon Park in Burley, and a closing social including a Mexican dinner, mariache band, and program, attended by the students and their parents. The program featured Mexican folk dances by the students, and the presentation of certificates of awards to students who attended ten hours of instruction or more in a single class.

Daniel Borden
Director Migrant Teenage Programs
Minidoka County School District
Paul, Idaho

SUMMER MIGRANT TEENAGE PROGRAM

NAMPA, IDAHO

The night program was very successful. All the students were very happy because, after a hard working day, they enlightened their lives with learning experiences. Without the summer program those students would be feeling an emptiness, not knowing what to do. By the end of the program we had students who had grown up and improved in eighteen different fields of learning. I hope that the summer migrant program will never end because there is no ending to the learning experiences. To keep students relating to the eternal process of learning, to look positively, to enhance their knowledge, to probe into new avenues and ways to express themselves, and to project themselves into a more accomplished future, must be our goal.

The total enrollment was four hundred twenty (420) students, while our daily average attendance was two hundred twenty (220) students.

The entire staff received thirty (30) hours of preparation provided by Professor Nancy Smither, Boise State University, thereby allowing them to develop materials for the summer program.

Part of the success of the program was attributed to the opportunity of getting acquainted with the staff and interaction with each other before the classes started.

Eighteen classes were offered trying to cover a broad gamut of interest. All of these were conducted with positive results. This was demonstrated in the goals accomplished by the students with skills in different fields, G.E.D. diplomas, work done in vocational classes, awards, etc.

The teachers and aides were very conscientious in their daily responsibilities. In the future I recommend that we eliminate the Drama class and the Career Education class, both due to lack of interest on the part of the students. Great interest was shown in Karate, Photography, Dances, Cosmetology, Journalism, Typing, Home-Economics, Drivers Education and others. The students in their evaluation are asking for Boxing, Swimming, Tennis, General Mechanics, Advanced Auto-Mechanics, and Bookkeeping. A new class that could be of great interest is one that could deal with the handling, operation and maintenance of Farm Machinery and Equipment. This would enable students interested in these fields to become started and involved in higher paid jobs dealing with agriculture. This could be done with the help of local farmers and companies giving them an opportunity to help, and in this way participate in our program.

The one class that was outstanding was the G.E.D., with a 100% success in the achievement of our goal. The success was due to the fact that the class was taught in both languages, English and Spanish. This helped understand the students who were bilingual and needed this approach. It was the first time in Idaho that this exam was taken in Spanish by students.

The materials and audio-visuals were well used. The entertainment was

varied and gave the students an opportunity to socialize and build good memories attached to the learning experiences.

Registration went well, allowing the students to enter classes and permitting changes with an add-in and drop-out card system that permitted us to keep control of the moves and shifting of the students. All this information is in our files now and can be improved, corrected or changed by next year's Administrative Staff. Students had one week to decide on the classes enrolled, being allowed to drop-out and add-in with the authorization of both instructors, and the Director of the Program.

The teachers kept attendance sheets for the first time and the secretary entered it in the students' cards. At the end of the program the teachers gave the secretary the information about the Special Programs taken by the students, plus the Special Interests they had spotted in the students.

For the first time the following information was entered in the Migrant Student Record Transfer System: Attendance of the Migrant Students every night, Special Programs by hours and weeks, Special Interests and several Health Services performed.

Every Thursday was Recreation Night. We had: Skating, Movies, Field Night, Fiesta Rehearsal and two Dances. These nights were highly successful with an attendance of 100%.

Friday was an open night, inviting the parents to come, observe and participate in the classes, but this approach did not work out. Parents didn't show up, instead some of them came for the dances and, of course, for the evening Fiesta. The Fiesta was very successful. The Migrant families from all the surrounding areas attended this special night and the students performed their best. I estimate the attendance for that night as approximately 1200 people. Only good comments were heard at the time. The whole staff was very cooperative with the Fiesta.

For the next year the approach should probably vary a little and have a type of Carnival activity where the public can participate more directly and can move around more.

My recommendation for the next program will be to control the class sizes, allowing the students to take better advantage of the learning situation. To accomplish this goal, the students should be permitted one week of adjustment. After their decision is made, there should be no changes to avoid a perpetual drifting from one room to another. Another alternative to this could be to offer one-week units without chances to change until the following Monday. In this way they would have six different subjects of ten hours each, with the possibility of reinforcing it by taking a second or third week if so desired.

This could be done if the teachers would individualize their instruction to help the ones who are really interested and need specialization in any field offered.

I feel very grateful for having been given the opportunity to be in charge of such an interesting program in which I strongly believe. I hope that Mr. Wes Steck, as Project Director will continue to write this Program so that we can see it develop more and more in the years to come.

Nampa School District #131
Raul B. Hunt, Director

SECTION II

The information included in this section not only indicates the participation in the program during Fiscal Year 1975, but also illustrates the consistent growth in the program over the past nine years.

PROJECT DATA

NUMBER OF PROJECTS

			Regular	Summer	Both
District #	52	Snake River			X
	55	Blackfoot	X		
	59	Firth	X		
	91	Idaho Falls			X
	131	Nampa			X
	132	Caldwell			X
	133	Wilder			X
	135	Notus	X		
	137	Parma			X
	139	Canyon			X
	151	Cassia			X
	192	Glenns Ferry			X
	215	Fremont			X
	251	Jefferson Co.			X
	262	Valley			X
	331	Minidoka			X
	363	Marsing			X
	365	Bruneau-Grandview			X
	370	Homedale			X
	371	Payette			X
	381	American Falls			X
	411	Twin Falls			X
	412	Buhl			X
	418	Murtaugh			X
	431	Weiser			X
	*131	MERC (Nampa)			X

*This project offers media and educational assistance to teachers and staff.

+The following projects have cooperative summer programs:

Blackfoot and Firth send students to Snake River #52.
Aberdeen to American Falls
Notus to Parma
Madison County #321 to Fremont County #215
Melba #136 to Nampa
Fruitland and New Plymouth to Payette

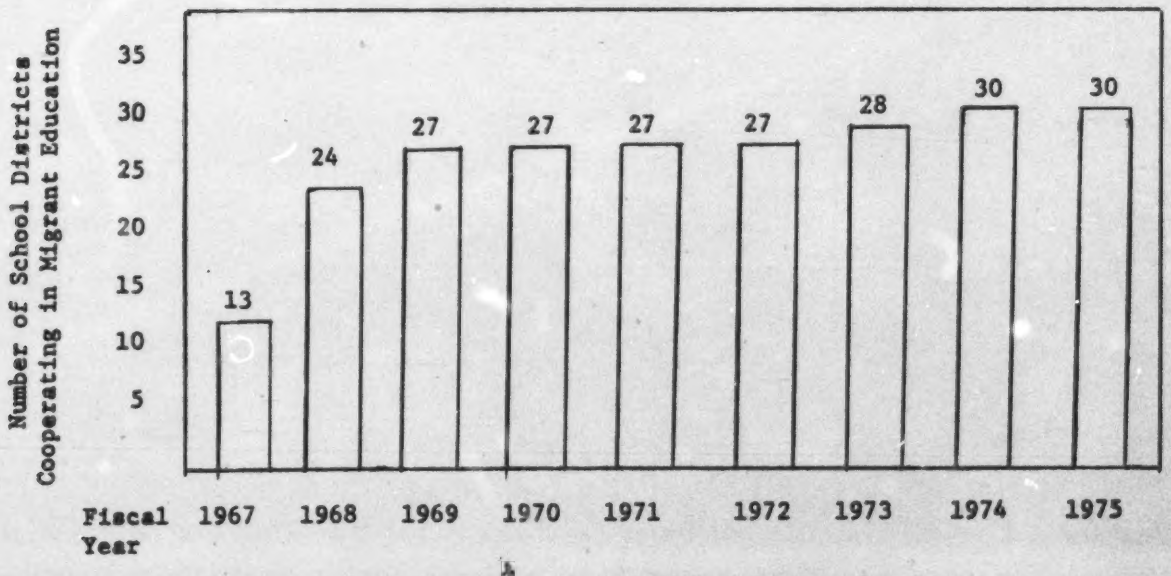
PROJECT DATA

NUMBER OF PROJECTS

3	During the regular school term
5	During the summer school term (cooperating with adjoing districts)
22	During both the regular and summer school terms
1	Migrant Education Resource Center
1	Migrant and Multicultural Education of Boise State University
32	TOTAL

The number of projects has grown from thirteen (13) school districts in fiscal year 1967 to an involvement of thirty (30) school districts in fiscal year 1975.

The following chart indicates the growth of the migrant program in Idaho for the period from 1967-1975, a total of nine years:



PROJECT DATA

ENROLLEE PARTICIPATION

Regular School Year, 1975

GRADE	GIRLS	BOYS	TOTAL
Pre-school	4	2	6
Kindergarten	6	6	12
1	205	282	487
2	212	225	437
3	200	209	409
4	186	203	389
5	260	263	523
6	239	249	488
7	150	169	319
8	107	123	230
9	107	106	213
10	38	50	88
11	33	35	68
12	14	23	37
Ungraded	67	26	93
TOTAL	1,828	1,971	3,799

PROJECT DATA

YEAR OF PROJECT TABLE

Year of Project	Regular	Summer
First	0	1
Second	0	1
Third	4	4
Fourth	1	2
Fifth	2	2
Sixth	1	2
Seventh	6	4
Eighth	13	11
TOTAL	27	27

SUMMER TERM

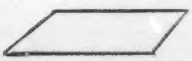
AGES	GIRLS	BOYS	TOTAL
Pre-school	121	122	243
Kindergarten	229	179	408
Six to Eight years	443	506	949
Nine to Eleven years	473	471	944
Twelve to Fourteen years	237	229	466
Over Fourteen years	236	243	479
TOTAL	1,739	1,750	3,489

PROJECT DATA

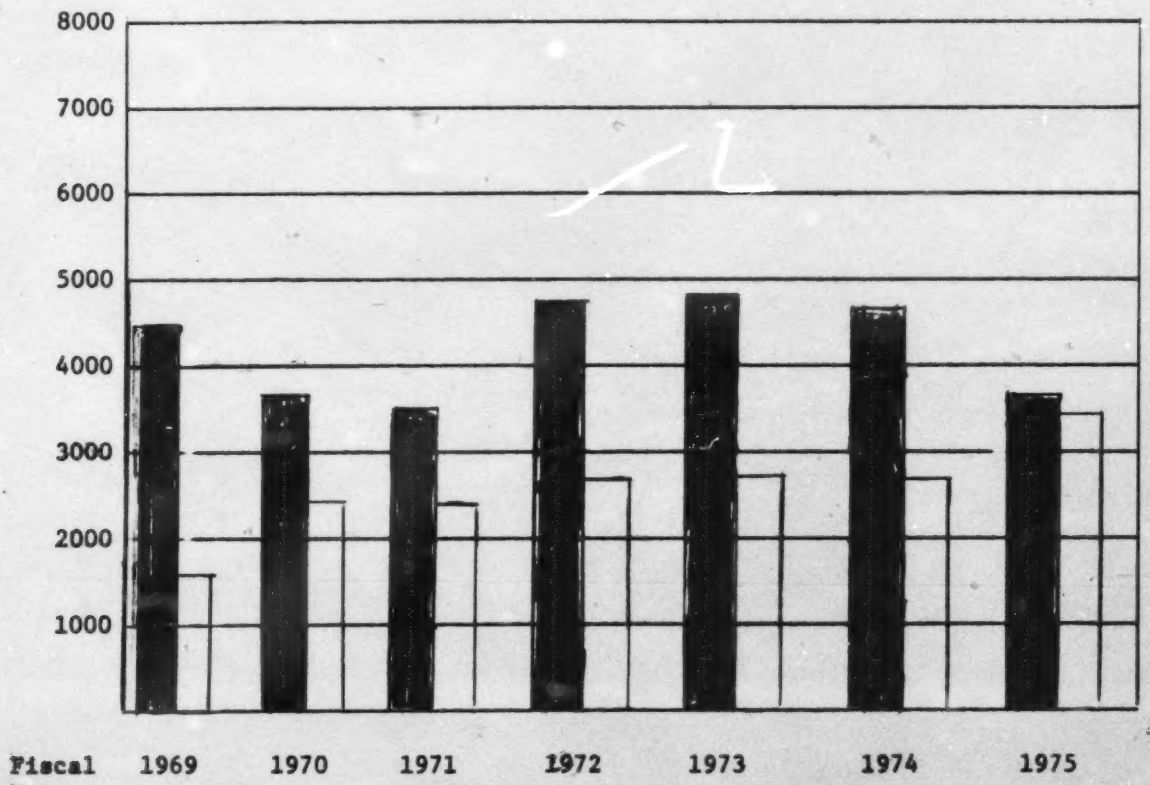
NUMBER OF MIGRANT PARTICIPANTS
AS REPORTED BY THE LOCAL SCHOOL DISTRICTS
DURING THE PAST 7 YEARS

FISCAL YEAR	REGULAR	SUMMER	TOTAL
1969	4,521	1,610	6,131
1970	3,868	2,484	6,352
1971	3,402	2,356	5,758
1972	4,909	2,714	7,623
1973	4,937	2,891	7,828
1974	4,793	2,756	7,549
1975	3,799	3,489	7,188

Regular School Year



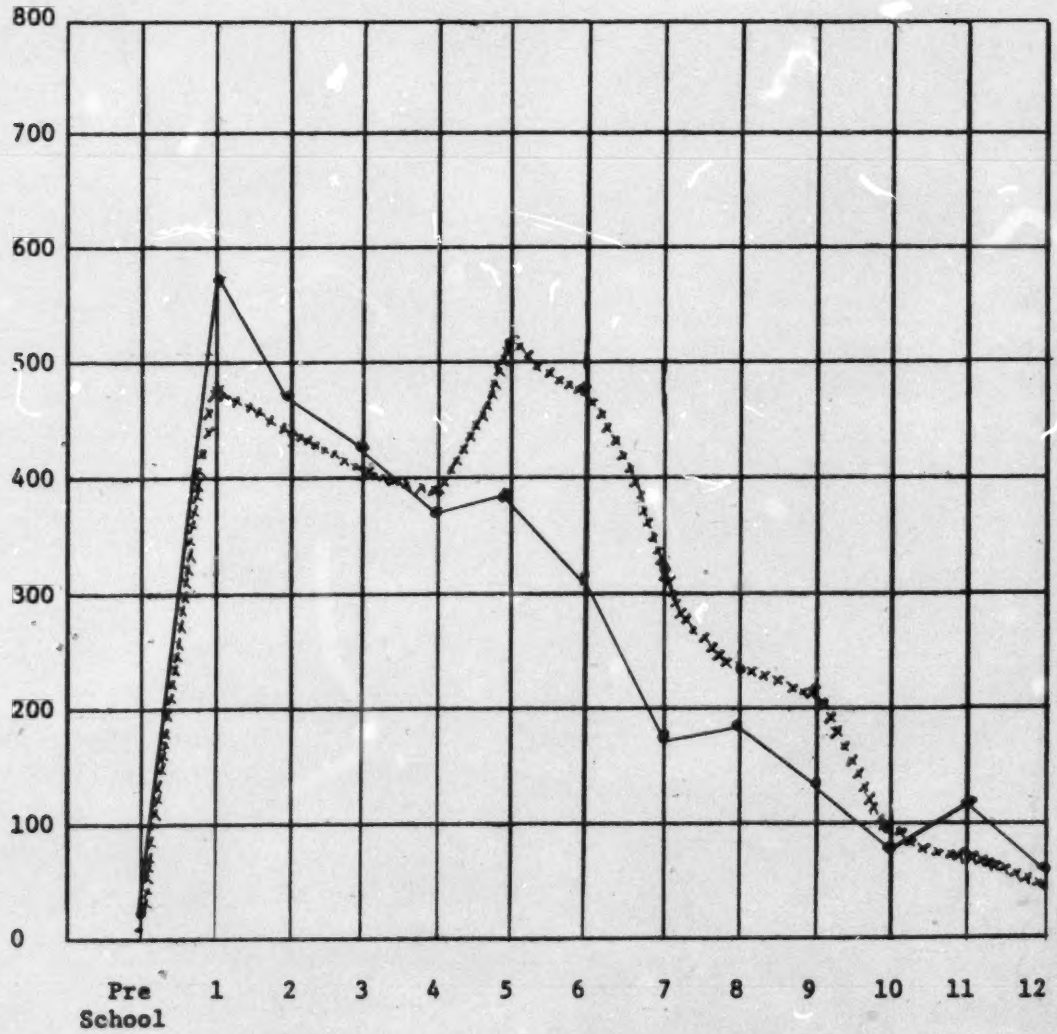
Summer Term



GRADE LEVEL
COMPARISON OF ENROLLEES
Fiscal Year 1970 and 1975

_____ FY 1970
xxxxx FY 1975

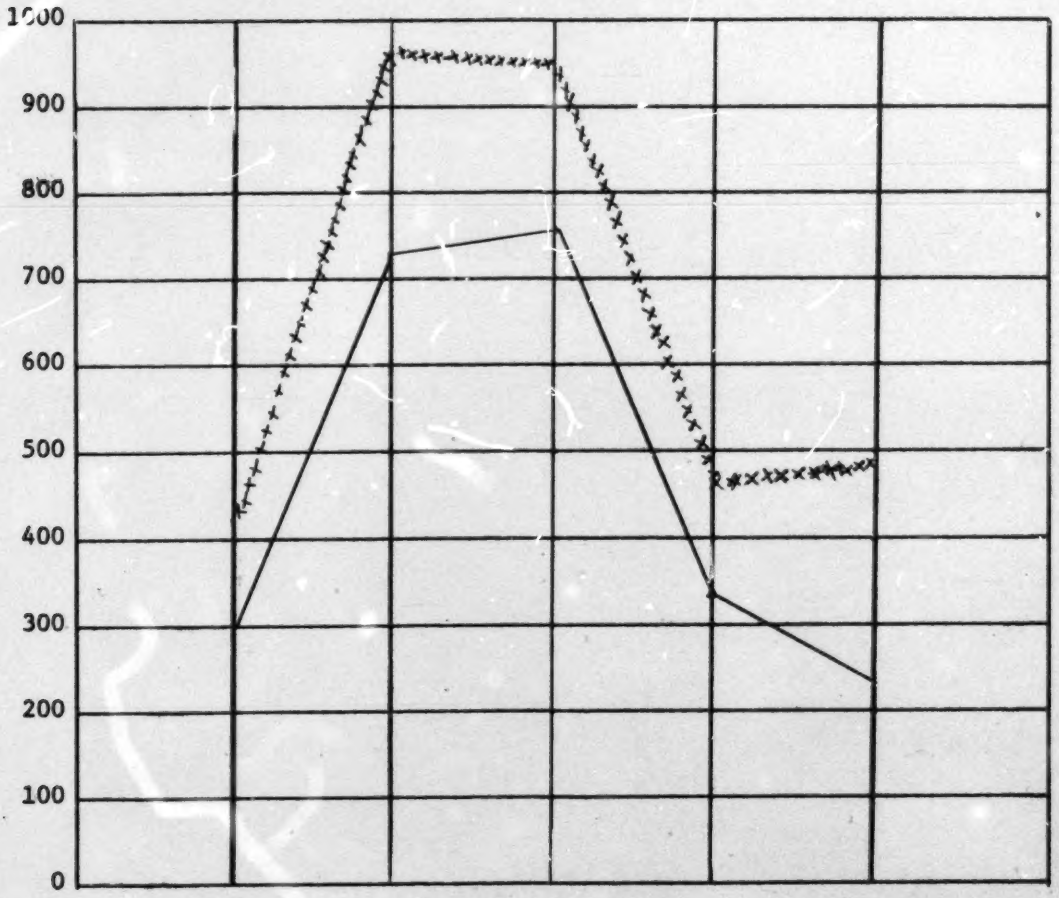
Regular School Year



AGE LEVEL
COMPARISON OF ENROLLEES
Fiscal Years 1970 and 1975

----- FY 1970
xxxxx FY 1975

Summer Term



PROJECT DATA

HOME BASE FREQUENCY

TEXAS:	TOTAL
Brownsville	89
Eagle Pass	173
Pharr-San Juan-Alamo	416
McAllen	42
Other towns in Rio Grande Valley	501
OTHER STATES:	
California	86
New Mexico	15
Arizona	57
Others	709
Idaho (Intrastate)	460
	2,548

An analysis of the home base frequency indicates that approximately eighty-one per cent (81%) of the migrant students are interstate transfers. Of this total fifty percent (50%) are from the lower Rio Grande Valley Region of Texas. Other states most frequently mentioned as "home base" for the students are Arizona, California, New Mexico, Oregon, and Washington. The remaining students representing nineteen percent (19%) are intrastate transfers. These are children of parents who make their home in Idaho but travel across the state in search of agricultural and/or commercial fishing employment.

SECTION III

PROGRAM SUMMARY

The information tabulated in this section summarizes the number of full and part time teaching and non-teaching positions; bilingual teaching and non-teaching staff and migrant persons working in the programs; expenditures for salaries paid during Fiscal Year 1975; linguistic composition of the student body; different methods used for instruction and evaluation; and, community participation.

PROGRAM SUMMARY

LINGUISTIC COMPOSITION OF STUDENT BODY

	Regular	Summer	Total
Monolingual Spanish speakers	268	314	582
Monolingual English speakers	666	506	1,172
Spanish Dominant	634	1,594	2,228
English Dominant	342	715	1,057
TOTAL	1,910	3,129	5,039

EXPENDITURES FOR SALARIES

	REGULAR	SUMMER	TOTAL
Teaching Positions	$ 47,609	$ 260,591	$ 308,200
Non-Teaching Positions	245,201	221,188	466,389
			$ 774,589

PROGRAM SUMMARY

	NUMBER OF POSITIONS FULL OR PART TIME	
	Regular	Summer
Teaching:		
Pre-school	0	21
Elementary	9	112
Secondary	2	52
TOTAL	11	185
Non-Teaching:		
Home-School Coordinator	7	20
Clerical Worker	7	7
Counselor	1	1
Librarian	0	0
Nurse	1	4
Psychologist	0	0
Social Worker	0	0
Supervisor-Administrator	6	22
Teacher Aides	55	147
Others	19	83
TOTAL	96	284
TOTAL, ALL STAFF	107	469

Total number of bilingual teaching staff	72
Total number of bilingual non-teaching staff	142
Total number of migrants working in programs	90

Consistent efforts to utilize bilingual and migrant teaching and non-teaching staff have increased significantly.

PROGRAM SUMMARY

METHODS OF INSTRUCTION

METHOD	NUMBER OF DISTRICTS
Experience Curriculum	17
Oral Language Development	21
English As A Second Language	18
Basic Skill Instruction	21
Arts, Including Crafts	20
Music	20
Field Trips	20
Physical Fitness	20
Outdoor Recreation	17
Sewing	11
Cooking	15
Others	10

METHODS OF EVALUATION

Anecdotal Records	5
Other Tests	10
Teacher Questionnaires	9
Teacher Tests	9
Local Education Agency Tests	13
Student Questionnaires	5
SAT	5
Teacher Observations	14
Other	19

PROGRAM SUMMARY

COMMUNITY PARTICIPATION

Volunteers were encouraged to assist with parties and open house, to chaperone field trips, and serve as instructors in recreational programs. Local Education Agencies have reported an increased interest on the part of parents in serving as volunteers.

Participants	Number
Parents	4,736
High School Students	35
Other	320

DISSEMINATION

LOCAL EDUCATION AGENCY

Dissemination of information concerning Migrant Education is a responsibility assumed by the local education agencies. A sampling of the methods used were:

Methods	Number of Districts
Visitations	21
Bulletins	15
Conferences	12
Letters	14
Personal Contacts	22
Written Reports	3
Newspapers	20
Civic Group Appearances	6
Inservice Education	10
Newsletters	4
Radio	13
Telephone	16
Others	2

SECTION IV

SOUTHWEST IDAHO

MIGRANT EDUCATION RESOURCE CENTER

1975 Yearly Report

EVALUATION SUMMARY

The Southwest Idaho Migrant Education Resource Center located at 312 Third Street South, Nampa, Idaho, has been serving the schools of Southwest Idaho for five years. The Center is conveniently located for the serving of member schools. Wise use has been made of existing space; however, the present building does not provide adequate space for the program. Expansion of services and needs of participating districts makes it evident that there is a need for additional space.

The Southwest Idaho Migrant Resource Center Staff has spent time in making continuous evaluation a reality. This objective has promoted continuous change and has resulted in improving the program. The State Department of Education, Title I, Migrant Division, have given assistance through consultative services to making continuous evaluation objective as well as subjective. The enthusiastic support of the Southwest Idaho Migrant Resource Center by State Department Staff, Migrant Division, has been a contributing factor to the morale displayed by professional staff members. Out of State Consultants who have been associated with the State Department of Education's migrant programs have used the center as a home base. Administrators of participating school members have continued to offer suggestions and recommendations that have increased the program's effectiveness. The open communication that has been displayed by the State Department and the member school administrators in working with the personnel of the Center has been appreciated.

The entire staff has endeavored to personalize services to all constitutents and has strived to keep lines of communication open with the staff members of participating school districts. Resource Center personnel have been invited to attend inservice education programs in schools and have utilized multi-media demonstrations that illustrated materials and methods that could be used to improve learning environments for the migrant student. Resource Center staff have participated in bilingual, bicultural workshops, have cooperated with State Department of Education personnel in regional workshops for teachers, and have worked with principals and teachers in every one of the sixteen districts served by the center to tailor programs to meet the special needs of the migrant child in the specific district.

The Southwest Idaho Migrant Education Resource Center provided four bilingual consultants to provide services for local member school districts. These professionals made innumerable contacts to encourage student's attendance at school, made home calls to parents to provide understanding and increase educational opportunities for the migrant student. Consultants have been effective in family counselling, individual student counselling, in securing health information for transfer records and in referring vital health information to parents, and in the referring of migrant family members to appropriate community agencies that have services available to meet special needs.

Consultants have contributed to initiating enrollment of migrant students, lowering the dropout rate, and in the encouraging of the migrant family to be involved in the educational process. They have been most effective in working as liaison persons between the student, parent, and school. They have served to humanize the education process and have placed an emphasis on assisting students to develop attitudes that would reflect a positive self concept. Consultants have made progress toward migrant students having a desire to be increasingly physically fit and to strive for academic proficiencies by selecting educational programs that meet the student's needs.

The center has continued to offer a delivery and pickup service on a bi-weekly basis in order that schools will have materials and services of the center readily available to implement ongoing curricular programs.

The Center's production of video, audio, and slide presentations depicting the educational programs in the school districts have fostered a better understanding of migrant programs in the communities served.

The Migrant Student Record Transmittal Terminal is a vital part of the Center's program. School personnel from member districts have cooperated in transmitting data to the Center's operators. The data has facilitated improved programs for the migrant student. The terminal operators have secured, recorded, and transmitted this pertinent data to the central terminal and has provided re-enforcement for the migrant student as he has moved from school to school. Inservice education has been given by the Center to professionals in the local school districts in order that pertinent materials will be recorded and utilized.

Title I migrant resource curriculum team members have assisted local school agencies in developing curricular programs designed to meet the needs of the migrant enrollee. They have assisted personnel on the local level in diagnosing and prescribing for individual and group problems. These curriculum team members have also served as liaison professionals between social service agencies, teachers and parents to assist in solving problems of migrant students and families; and in turn facilitated academic progress of the student.

The director of the Southwestern Idaho Migrant Education Resource Center has coordinated the program with efficiency and effectiveness. Printed and non-printed media has been disseminated to, and used by member schools. The media service has provided opportunities for personnel on a local level to individualize instruction by requesting graphic artists at the center to design tailor-made materials, by utilizing visual literacy services, and by securing exemplary instructional materials from the Center for staff to review and where applicable, for use.

The following services and activities are exemplary of those that have been provided by the staff of the Resource Center:

- on-site visitations have been made to all participating districts where materials have been demonstrated, media discussed, services identified, and conferences held to increase program effectiveness.

- planned in-service education programs have been provided for school district professional staff in order that they might better use the migrant transfer record system, utilize media of instruction, including video tapes and films more effectively, and select materials of instruction to better meet migrant student needs. Special attention has been given to providing bilingual, bicultural migrant programs to facilitate learning.

- programs have been presented to parent and community groups to build understanding of how bilingual, bicultural migrant programs facilitate learning.

- professionals have been given re-enforcement to develop creative materials to meet individual needs; visual literacy materials have been produced, materials have been printed and workshops held.

- Migrant Resource Center staff members have given local agencies assistance in planning, implementing, and evaluating local programs.

The Title I Southwestern Idaho Migrant Education Resource Center has consistently encouraged State Department of Education Staff and local education agency staff members to continuously evaluate the services of the program.

THE HUMAN SERVICES TEAM

The following is a copy of the annual report as submitted by the team coordinator, Mr. Elias Alvarado. The team offered services to the schools within the scope served by the Southwest Idaho Migrant Education Resource Center located in Nampa, Idaho.

1974-1975 YEARLY REPORT

HUMAN SERVICES TEAM

Elias Alvarado - School-Community Counselor, Team Coordinator
Sonia B. de Hunt - Curriculum Consultant
Maria del Consuelo Q. de Pearce - Child Welfare Specialist
Keith M. Pickett - Contact Representative

The Human Services Team was created for the purpose of enhancing the migrant child's educational attainment through support in the classroom, home and community. Four professionals organized themselves to effect positive growth and development of the migrant in these different areas of his environment.

Approaches taken have been through an expanded philosophy of change in many areas which impinge directly and indirectly upon total classroom curriculum of the migrant.

Curriculum in its broadest sense includes readiness of the child to learn, establishment of effective communication between home and school, and teacher preparation of suitable materials. Developing curriculum has required an intensive search of literature, acquaintance with community agencies, mobilizing each resource for child growth. All of the activities mentioned in this report are related. The consensus of the Team is that being aware of the child's total educational need means being involved with the school, home and community.

Involvement as the Team practices it, is not just being present where a problem arises; it is being able skillfully to identify those facets of contact which can become as viable contributors to migrant child care and health.

The Team is a bilingual staff consisting of a Social Worker, a Contact Representative, a Curriculum Consultant and a Child Welfare Specialist. They used varied approaches in the implementation of their specialties. Team services extend to sixteen school districts in Southwestern Idaho.

CONTACT

Personal and academic counseling was provided for migrant individuals, groups and families. Individuals were assisted in gaining perspective and understanding of the school and community, being helped to realize how best to cope with an environment that may be temporary.

Contacts made fell under the following classifications:

1) Student Counseling
2) Counseling in the Home and Family
3) Agencies
    a) Legal
    b) Adoption
    c) Foster Homes
    d) Health and Welfare Services
    e) Protective Services
    f) Vocational Rehabilitation
    g) Mental Health Services
    h) Hospitals
    i) Headstart
    j) Courts
    k) Child Development Centers
    l) Day Care Centers
    m) Employment Agencies
    n) Idaho Migrant Council
    o) Community Health Clinics
4) Clothing-Food-Shelter Concerns
5) Transportation Problems

CONSULTATION

The Human Services Team facilitated classroom effectiveness by providing inservices and workshops. Individual consultants were available upon request to deal with classroom projects or to develop programs for individual students.

Team members are trained in understanding the dynamics in human behavior and in growth and development. School personnel were assisted in becoming more aware of the cultural influences that relate to the normal developmental sequences.

Schools were served in contacts with:

1) Students
2) Aides
3) Teachers
    a) Classroom and Community Projects
    b) Workshops
    c) Inservice Training
4) Counselors
5) Nurses
6) Principals
7) Vice-Principals
8) Superintendents
9) State Department of Education Staff
10) School-Community Coordinators

CURRICULUM

Technical assistance was provided by translating written educational materials and announcements for clearer understanding by Spanish speaking parents and members of the community.

Tests were interpreted and recommendations were made to the psychometrists and the teachers utilizing the results of those tests. Psycho-social data was secured through close involvement with the home and family.

The following were included in Curriculum Assistance:

1) Translations
    a) Letters
    b) News Releases
    c) Articles
    d) Brochures
    e) Health Posters
    f) Flyers
2) Interpretations
    a) Parent-Teacher Conferences
    b) Parent-Principal Contacts
3) Bilingual Testing
4) Diagnosing and Prescribing
5) Development of Programs
6) Follow-up Letters Concerning Curriculum Planning
7) Purchases of Materials
8) Filing and Cataloging of Materials

COMMUNITY INVOLVEMENT

Daily interaction between the child and his community requires that school personnel understand how that child functions and that they understand that role of related institutions and agencies.

Diagnosis of problems by the Human Services Team is followed by suggestions for particular interventive measures. Such measures require close contact with community agencies and coordination of services.

Activities range from social gatherings to problems such as health, welfare, legal counsel, protective services, mental health, foster homes, adoption, etc.

Activities included under Community Involvement were:

1) Headstart Involvement
2) Parental Involvement
3) Community Agencies
4) Advisory Councils
5) Community Materials

6) Fiesta Planning
7) Carnivals
8) 5 de Mayo Presentation
9) Recruitment for Education Programs for Migrants
10) Food Stamp Assistance
11) Aid to Dependent Children
12) Emergency Assistance
13) Publicizing and Translating for School Bond Elections
14) Presentations (Workshops, Seminars, etc.)
15) Welcome Project for Migrant Families
16) Album of School Activities Involving Migrants

STATISTICAL REPORT OF HUMAN SERVICES TEAM

Conferences-School and Office	2,465
Interviews - Home-School-Office	1,246
Agency Visitations	246
Miscellaneous	613

STATISTICAL REPORT OF LIBRARY AND LOCAL PRODUCTION

CIRCULATION:

Film	3,411
Library Materials	1,279

LOCAL PRODUCTION:

Local Production Orders (includes graphics-print-photo)	1,168
Graphic Production Orders	616
Graphic Items Produced	2,084

Originality is encouraged in the production of materials for classroom use. With the assistance of a graphic artist, teachers can enjoy seeing some of their ideas put to use. These include games, maps, charts, posters, bulletin boards, transparencies, certificates, programs and booklets which have been designed and produced in mass quantities. A blueprint machine, transparency maker, and heat press make it possible to produce materials and protect them for years of use.

PRINTED MATERIALS:

Print Orders	552

Items in this area include programs, booklets, flyers, letters in both English and Spanish, student books, classroom materials, teacher handout

materials, etc. These orders range in size from single sheets to booklets of 20-50 pages or single sheet runs of 500 to 1,000 or more, to project applications of 100 or more pages.

PHOTOGRAPHY:

35mm Slides	12,411
B&W Photos all sizes	922

Items in this area from single black and whites of classroom activities for bulletin boards displays to pictures of special activities to go with written articles in the local newspapers. The bulk of the slides are for visual literacy type programs which utilize student photography or to provide a slide and taped narration program dealing with special classroom programs to be shown to parents, school boards, community groups, teachers, etc.

VIDEO AND AUDIO:

Video taping of classroom programs, field trips, off air programs and teacher in-service programs, to teacher self-evaluation	83
Audio tape duplication of teacher and student materials to uncopy-righted material	368

WORKSHOPS AND IN-SERVICE
(Given by the MERC)

Curriculum	21

RECORD SYSTEM IN-SERVICE

(MSRTS)	22

MSRTS Supervisor visited MERC Terminal three times; Terminal Operator and back-up operator went to MSRTS Training Session in Little Rock, Arkansas in June; Back-up operator went to training session in Little Rock in November.

MERC Education Service Team provided four workshops for the new School-Community Coordinators. The MERC staff, along with State Department of Education staff helped design the School-Community Coordinator concept.

MERC Education Service Team also provided two workshops for Aides working with migrant and Mexican-American students.

MERC SPONSORED:

The Resource Center, along with Boise State University, sponsored a college class for one semester at the Center. The class was designed to aid teachers of bicultural students. The class was taught by Professor Nancy Smither, of Pan-American University, Edinburg, Texas.

MERC staff participated in the Migrant State Workshops:

April.	.Nampa	Minico
June	.Nampa	Minico

MERC staff attended the following conventions and conferences:

National Migrant Conference in New Orleans, La.

Association for Education, Communication, and Technology Convention in Dallas, Texas.

Migrant Student Record Transfer System Workshop in Little Rock, Arkansas in November and June.

Curriculum for Minority Students
Sponsored by the General Assistance Center
in Cheney, Washington.

Talks given by the MERC staff to Civic groups and other organizations about MERC programs...6

SPECIAL PROJECTS:

The MERC Director and photographer visited all the State migrant summer programs and took colored slides and black and white photos.